

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
Transcriber's Office

March 23, 1998 LB 1229

would you put your daughter in a gifted school or in a class of this sort? And he said, no. And the lady that was asking the questions asked him why? And he says, let your children be children; they have plenty of time to be adults. And so I just question whether we're doing the right thing here with the gifted education programs, whether we're pushing these students, these children too hard, or whether we're letting them actually be children. Just a comment that I wanted to make to the floor, and I will yield my time to Senator Chambers. I think he wanted to talk a little bit more on what he was discussing, so thank you.

PRESIDENT ROBAK: Senator Chambers, there's three and a half minutes remaining.

SENATOR CHAMBERS: Thank you, Senator Schmitt. Madam President and members of the Legislature, when I was in school, I was branded a slow learner. I was a dumb child. And nobody needs to tell me that adults will not hurt a child's feelings, and it's especially hurtful when the child has nobody to go his bond, when the child has nobody to say, this is not right and when you ought not to do it, especially when you let that child see how you do these other children. Very few black children went to the school I attended. On the other hand, when my son was going to school, I have three boys and one daughter, when one of them was going to elementary school he just breezed through everything that they had in the classroom. He finished everything, so I didn't want him to go into a different class. I started sending him school work. Most children had homework sent. I got books for him. I got other material for him to work on while he was in the classroom. There are other certain socialized socialization activities that occur that a child needs to be exposed to and, as Senator Schmitt was saying this doctor had indicated, children have forever to be adults. Suppose a child learned three times three is cat when he's in the kindergarten or when he's in the third grade, and somebody might say, three times three is cat? Well, it all depends on how this child interprets letters and numbers. Maybe the child, when he or she writes it on a paper, will write $3 \times 3 = 9$, but to get it right in the child's mind three times three equals cat and every time the child sees nine that's cat. We don't know what's going on in these children's minds. We don't take the